



National Center for Youth in Custody

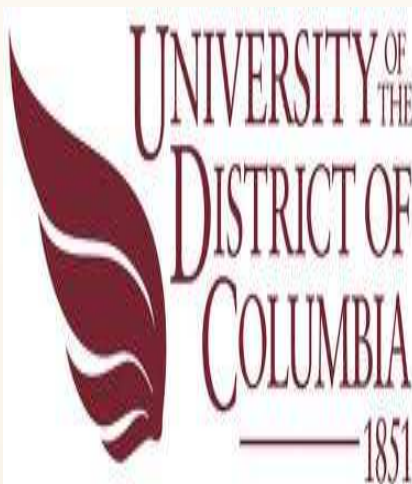
Strategies for Effective Facility-Based Behavior Management

November 14, 2012

2:00-3:30 p.m. EDT



Panelists



Michael H.
Youth Advocate &
Student at the
University of the
District of Columbia

Richard Gentry
Director
Ingham County Youth
Center
Lansing, MI



Kathy Starkovich
Deputy Chief
18th Judicial Circuit Court's
Probation & Court Services
Wheaton, IL

Rodney Bouffard
Superintendent
Long Creek Youth
Development Center
South Portland, ME



Today's Presenter:

Michael H.

Youth Advocate &
Student at the
University of the
District of Columbia

Michael H. is a youth advocate and student at the University of the District of Columbia.

A native of the District of Columbia area, Michael is committed to advocating on behalf of young people. As a former court-involved youth, Michael has worked with agencies, community groups, and other stakeholders to improve youth services. Among his achievements, Michael has testified before the Council of the District of Columbia regarding improving the juvenile justice system.



Michael's Background

- **Age and Hometown**
- **Family Structure**
- **Circumstances Growing Up**
- **Involvement in the Juvenile Justice System**
- **Educational Attainment**
- **Extracurricular Activities**



Experience in Juvenile Facilities

- **Past Placements**

- Youth Services Center in Washington, D.C.
- District of Columbia Correctional Facility, Washington, D.C.
- New Beginnings Youth Development Center, Laurel, MD
- Group Home, Washington, D.C.
- Independent Living Program, Washington, D.C.

- **Experiences in Facilities**

- Length of Stay
- Initial Confinement
- Impact on Family Relationships
- Emotional Impact
- Staff Engagement

- **Having Dedicated Staff Is Critical**
- **What Does it Mean to Be a “Dedicated” Youth Development Worker?**
 - *Staff at the detention center*
 - *Gym teacher at D.C. Correctional Institution*
 - *Group home staff*

- **How to Build Trust Among Youth**
- **What Worked for Me (*my perspective on best practices*)**
 - *Confinement*
 - *Positive Reinforcements*
 - *Family Engagement*
 - *Staff Operating as a Community of Supporters*
 - *Consistency in Development Approach*

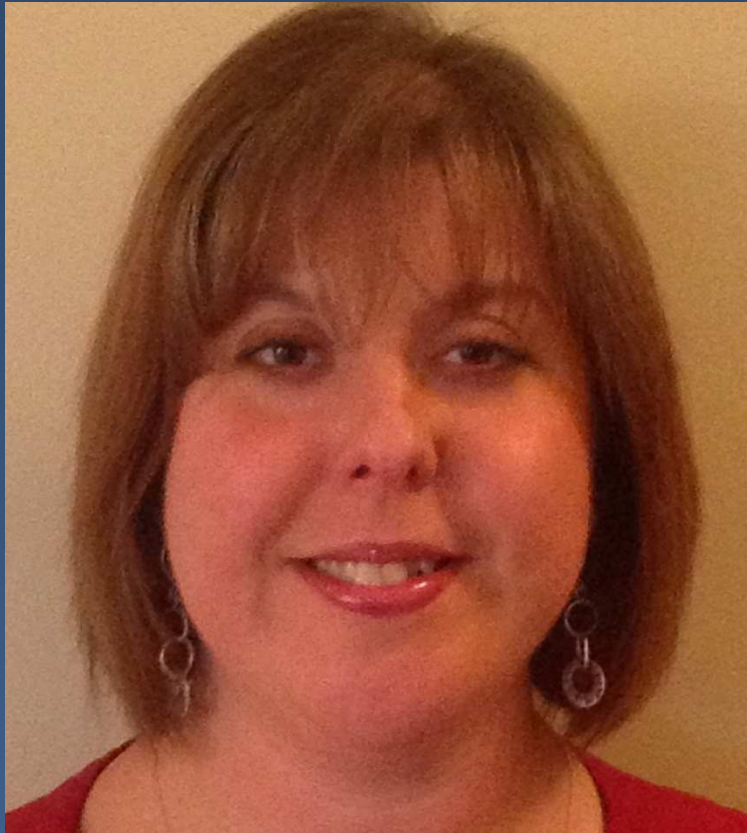


Key Principles

Key Principles for Encouraging Positive Behavior within Juvenile Facilities:

- **Staff Should Understand How Important Family Relationships Are to Youth**
- **Staff Should Build Trust with Youth**
- **Staff Should Be “Dedicated”**

Today's Presenter:



Kathy Starkovich
Deputy Chief, 18th Judicial Circuit
Court's Probation & Court Services
Wheaton, IL

Kathy Starkovich, M.S. is a Deputy Chief for the 18th Judicial Circuit Court's Department of Probation & Court Services in Wheaton, IL.

Kathy has served the jurisdiction for 16 years, spending a majority of her career in juvenile detention. Kathy has provided **leadership and training in institutional programs and services for juveniles and staff since 2000**. She has provided consultant services through the National Juvenile Detention Association/OJJDP and is passionate about assisting jurisdictions in their quest to provide meaningful evidence-based programming for confined youth, specifically **cognitive behavioral interventions, group strategies, and behavior modification techniques**.

Kathy is an adjunct faculty member of the criminal justice department at a community college in the Chicago area.

Today's Presenter:



Richard Gentry
Director

Ingham County Youth Center
Lansing, MI

Richard Gentry, MAFS, is the Director of the Ingham County Youth Center, Lansing Michigan where he has **facilitated the implementation of the Rational Behavior Training program**. He previously worked at the State Training School for Boys (W.J. Maxey) and Highfields Inc., a private, non-profit residential and community-based organization for youth and families.

Richard is a motivational speaker and group facilitator for juvenile treatment facilities, youth and men's groups, churches, and local school districts. Richard has provided assistance in **helping facilities to implement evidence-based programming** through presentations and workshops within and outside of Michigan.

Richard received a Bachelor of Science degree from Michigan State University and a Master of Arts in Family Studies from Spring Arbor University, with an **emphasis on cognitive behavioral therapy**. He currently serves as an adjunct faculty member at Lansing Community College .

Richard is a member of the Michigan Juvenile Detention Association and the National Partnership for Juvenile Services.



Shared Values and Beliefs

- **Our juvenile facilities have to be seen as “communities”.**
- **We bring to this community, beliefs and values about ourselves and about how we should treat one another.**
- **Communities are based on mutual respect and care.**
- **Everyone is responsible for building community.**
- **Values and expectations of staff do not differ from values and expectations of residents.**

We (DuPage County staff) believe...

- 1. In the intrinsic value of all human beings;**
- 2. That no one loses the ability to make changes;**
- 3. That actions speak louder than words;**
- 4. That working with juveniles is a challenging often frustrating process, but always worthwhile;**
- 5. We can find something worthwhile in every person and every situation.**

- 1. Do-Are Differentiation**
- 2. Hope**
- 3. Emotional Neutrality**
- 4. Boundaries**

Why do young people misbehave?

- **Attention-Getting**
- **Struggle for Power**
- **Revenge**
- **Hopelessness**



Goals of Behavior Management Programs:

- 1. Eliminate or Weaken Inappropriate Behaviors; and**
- 2. Strengthen or Expand Appropriate Behaviors.**

The Major Influence on Human Behavior Is Learning from Our Environment



Operant Conditioning (B.F. Skinner):

the changing of behavior through reinforcement which is given after a desired response.

The reinforcement can be positive or negative.

Behavior Modification Basics

When trying to assist someone in changing a behavior there are two things one can do:

1. Increase the probability of a desired or positive behavior; or
2. Reduce the probability of an undesired or negative behavior.

Either of these approaches alone **is not sufficient to make significant change** in behavior.

Unless one teaches and reinforces new positive behaviors, more negative behaviors will fill in the space left by the one behavior that was reduced or eliminated.

positive



negative





Increasing Positive Behavior

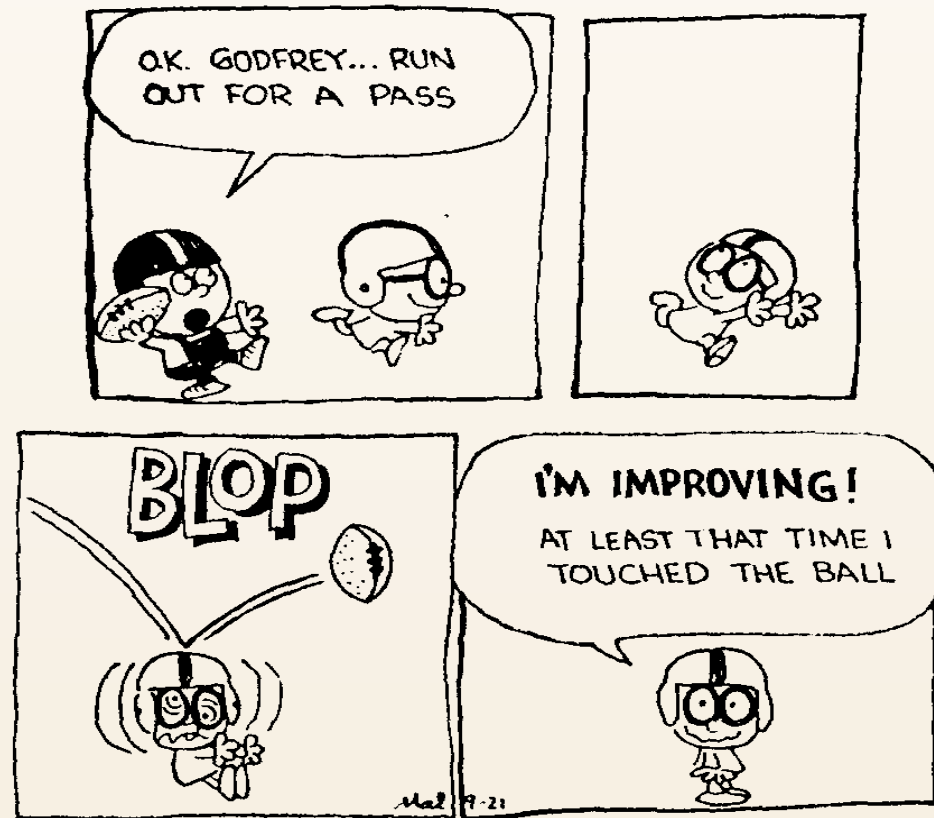
- **Increasing desirable behaviors is crucial to behavior change.**
- **Reducing inappropriate behaviors by itself will not create new behaviors and other high probable negative behaviors will quickly fill the void.**
- **If most of the current behaviors are positive, there will be little room for inappropriate behavior.**
- **If punishment is used alone without reinforcement for positive behaviors, punishment by providing attention to the individual can even reinforce the very behavior we want to reduce!**

An integrated approach on how to increase positive behavior...

- **Example...there are two ways to have a weed-free lawn. One way is to pull out every weed that you see as it emerges.**
- **Another way is to fertilize, water, cut and take care of the lawn so that the grass is so strong no weed has the opportunity to grow.**
- **At least 80% of our behavior modification efforts need to be directed to increasing desirable behavior. (4:1)**



4:1 Praise vs. Consequence Ratio



Patrick - - - by Mal Hancock

Pro-Social (or Desired Behaviors) Are Developed Only through Positive Reinforcement



- Immediate rewards work best when a desired behavior has been identified.
- Punishers only extinguish behaviors. They do not teach appropriate or desired behaviors.



Reinforcement Systems

Components of a Reinforcement System:

- **Level System (Champions and Overcomers, Level IV)**
- **Daily Points (Point Sheet)**
- **Tokens (Token Economy)**
- **Coupons (Earned Privileges)**
- **Weekly Goals (Plus Party)**

- 1. Material**
- 2. Activities**
- 3. Social**





Key Principles for Guiding Youth Behavior

- Learning theory states that all behavior is shaped by consequences.
- The **balance between positive reinforcement and discipline** is important.
- **Consistency** and **immediacy** are far more important than heavy handedness.
- Staff must **respect** and **reinforce** each other's discipline.
- The individual must find the consequence **rewarding** when reinforcing the desired behavior.

Putting It All Together: How to Guide Youth Behavior

- **Develop a plan for changing behavior**
- **Focus on and incentivize positive behavior**
 - Never take positive behavior for granted.
- **Address negative behavior**

Today's Presenter:



Rodney Bouffard
Superintendent
Long Creek Youth
Development Center
South Portland, ME

An alumnus of the University of Maine at Fort Kent, Rodney Bouffard has a distinguished career as a teacher, superintendent, and juvenile justice specialist.

Rod currently serves as the Superintendent of the Long Creek Youth Development Center (LCYDC) in South Portland, Maine. In his time at the LCYDC, Rod has established and managed programs that have **significantly reduced resident restraints, resident seclusions/observations, resident assaults, and resident recidivism**. The facility currently participates in Performance-based Standards, which measures its performance against approximately 200 facilities. The results of the data **place the LCYDC amongst the best programs in the country**.

Rod has been recognized for his work in Maine, including but not limited to the Blaine House Award for quality and excellence, the **Governor's Manager of the Year award**, the Youth Services Award from NAMI, the Hector Bolduc Award, and The Making a Difference Award.



Implementing a Successful Program

Long Creek Youth Development Center

Location: South Portland, Maine

Type: Corrections and Detention Center

Capacity: 126 corrections/42 detention

Population Served: Most challenging and high risk youth in southern Maine.

Average Length of Stay: 13 months corrections/11 days detention

Treatment Modalities: Multi-disciplinary assessment; risk-reduction treatment; evidence-based treatment techniques including motivational interviewing, collaborative problem solving, and TARGET treatment; youth's progress reflected through a phase and level system.

Action Step 1: Analysis of Performance

- **Correctional environment with the primary focus on punishment.**
- **Soaring recidivism rates (~90%).**
- **Pending litigation.**
- **Use of room confinement (285/year) and restraints (480/year) exceeded national average.**
- **Failure to adhere to Principles of Evidence-Based Practice (EBP).**

Action Step 2: Creating Buy-In

- **Discuss plan for therapeutic approach with agency executive team.**
- **Inform staff, monitoring groups, and unions about plan.**
- **Establish a committee that will develop plan and monitor outcomes**
- **Invite experts to speak with staff.**
- **Establish baseline behavioral data.**

Action Step 3: Setting Outcome Measure Goals

- **Reduce mechanical restraints by 25%**
- **Reduce isolation /room confinement by 25%**

Action Step 4: Improvement Action Steps

- **Emphasize a therapeutic approach to poor behaviors**
- **Train staff on intervention skills**
- **Involve the treatment team with the disciplinary board**
- **Develop creative alternatives to room confinement**
- **Require Deputy approval for room confinement for disciplinary reasons**
- **Increase teamwork and familiarity of staff with PbS and Improvement Plans**
- **Enhance quality assurance and documentation review at the executive staff level**
- **Set performance expectations for staff**

Action Step 5: Interim Measures

- **Ongoing analysis of confinement performance data**
 - Shift, Day, Unit, Youth/Staff Involved
- **Shift by shift debriefing of events**
- **Formal debriefing following each event**

Action Step 6: Sustaining Improvement

- **Sustaining reduction in confinement events requires continual diligence and maintenance**
- **Weekly documentation review by executive staff**
- **Weekly review at unit team meetings & educational staff meetings**

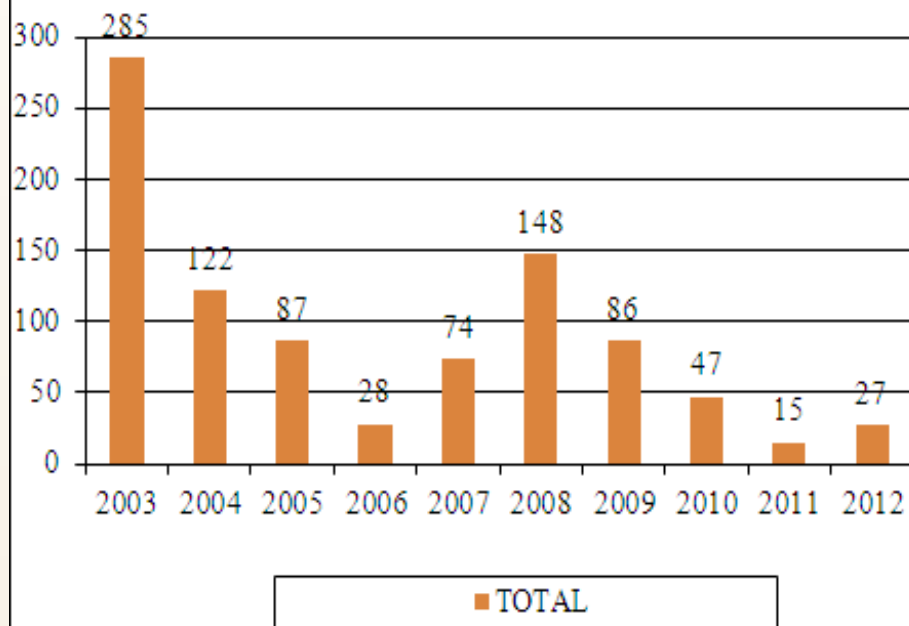
Action Step 7: Performance Recognition

- **Performance expectations included in employee evaluations**
- **Data provided to unit staff and educational staff on monthly basis**
- **Significant effort by managers to reinforce appropriate intervention**
- **Teams/shifts performing well are acknowledged**



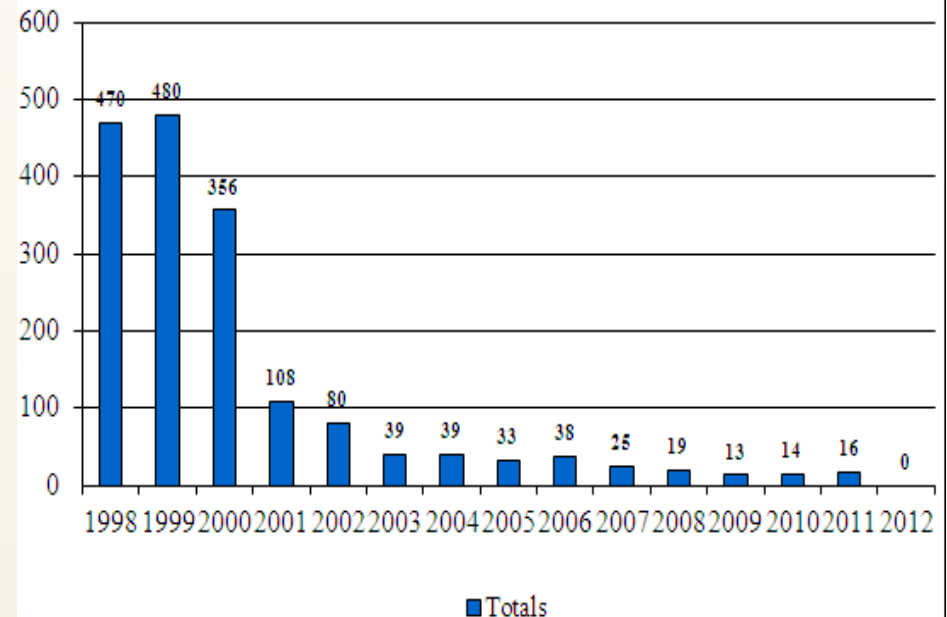
Observations & Restraints Data

Observations by Year



2003	285
2004	122
2005	87
2006	28
2007	74
2008	148
2009	86
2010	47
2011	15
2012	27

Restraints by Year



1998	470
1999	480
2000	356
2001	108
2002	80
2003	39
2004	39
2005	33
2006	38
2007	25
2008	19
2009	13
2010	14
2011	16
2012	0



Isolation, Room Confinement & Segregation Data

Order 09

Average duration of isolation, room confinement, and segregation/special management in hours.

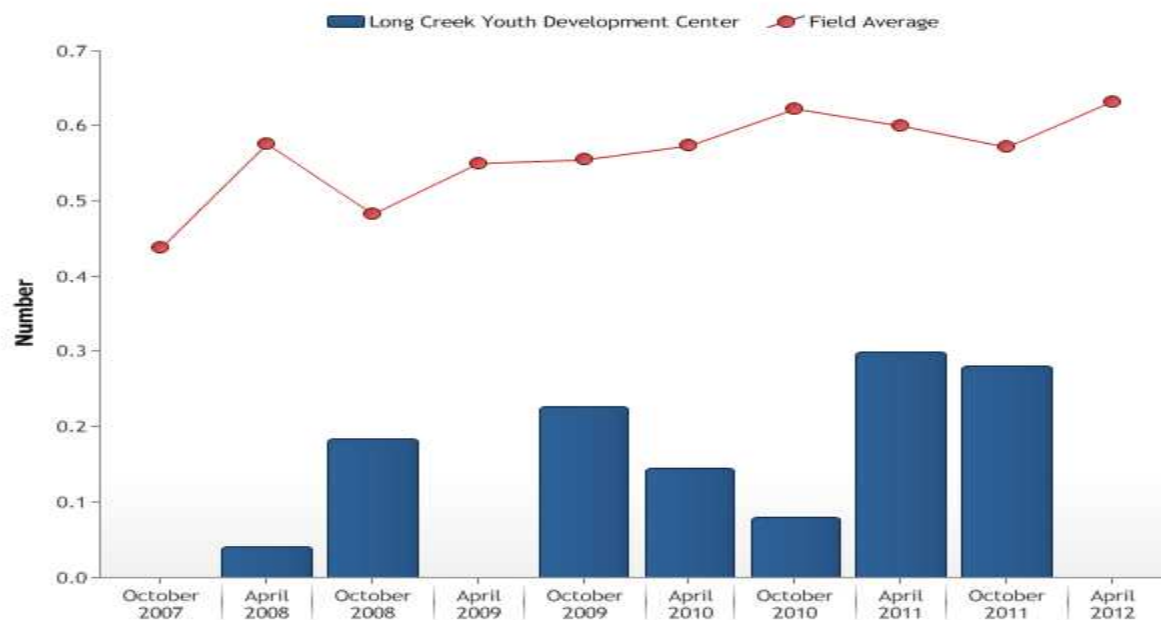


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	October 2007	April 2008	October 2008	April 2009	October 2009	April 2010	October 2010	April 2011	October 2011	April 2012
Long Creek Youth Development Center	1.73	0.69	2.52	0.66	7.46	1.77	1.04	0.53	0.69	0.61
Field Average	15.17	24.95	31.78	26.79	25.12	22.21	24.43	20.91	19.18	14.28
Total Data Points	0	0	0	0	0	0	188	136	36	44
Not Recorded Data Points	0	0	0	0	0	0	0	0	0	0

Safety 02

Injuries to youths per 100 person-days of youth confinement.



	October 2007	April 2008	October 2008	April 2009	October 2009	April 2010	October 2010	April 2011	October 2011	April 2012
Long Creek Youth Development Center	0.000	0.040	0.184	0.000	0.228	0.145	0.080	0.299	0.282	0.000
Field Average	0.44	0.58	0.48	0.55	0.56	0.57	0.62	0.60	0.57	0.63
Total Data Points	0	0	0	0	0	0	35	46	45	30
Not Recorded Data Points	0	0	0	0	0	0	0	0	0	0

Safety 03

Injuries to staff per 100 staff-days of employment.



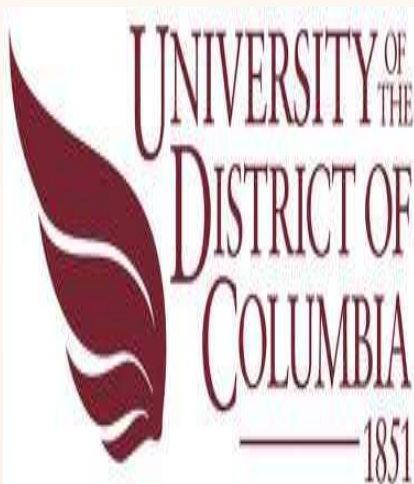
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	October 2007	April 2008	October 2008	April 2009	October 2009	April 2010	October 2010	April 2011	October 2011	April 2012
Long Creek Youth Development Center	0.000	0.000	0.060	0.000	0.000	0.000	0.000	0.034	0.000	0.000
Field Average	0.05	0.07	0.06	0.08	0.08	0.10	0.11	0.12	0.13	0.11
Total Data Points	0	0	0	0	0	0	35	45	44	30
Not Recorded Data Points	0	0	0	0	0	0	0	0	0	0



Outcomes

- **Recidivism 20%**
- **Achieved a score of 100% on over 430 standards during the 2 most recent ACA audits**
- **Achieved a score on the Correctional Program Assessment Inventory which placed the facility in the top 5% nationally**
- **Achieved a Level 4 for excellence for numerous PbS draws**
- **Financial savings; minimizing hands-on has resulted in a reduction of staff and resident injuries**
- **The reduction of self injurious/suicidal behavior has reduced the need for one to one coverage**
- **Potential litigation has been mitigated**



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NC4YC

Upcoming Webinars:

Educational Services in Facilities:

Jan. 9, 2013, 2 p.m. – 3:30 p.m. EDT

Family Engagement:

TBD

**Please complete the
webinar evaluation at
the conclusion of the
webinar. Thank you!**

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OJJDP

This project is supported by Cooperative Agreement 2010-JF-FX-K005 awarded by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice. Points of view or opinions expressed in this document do not necessarily represent the official position or policies of these agencies.

